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ABSTRACT

The 16 reviews of vocational education research are organized under these topics: (1) Human Potential and Human Resources, which reports a teacher institute to develop human potential, a leadership development study, and the labor market experience of men aged 45-59, (2) Reports of Voc-Tec Centers, including the Center for Occupational Education of North Carolina State University, The Center for Vocational and Technical Education at The Ohio State University, and the Industrial Relations Research Institute of the Center for Studies in Vocational and Technical Education at the University of Wisconsin, (3) Careers and New Careers, which reports bibliographies for health careers and career development and a study of the lack of upward mobility for New Careerists, (4) Disadvantaged Adults and the Handicapped, which reports an institute and a workshop dealing with the training of personnel and the disadvantaged-handicapped student, and (5) Reports from the Universities, including University of Michigan, Oklahoma State University, Wayne State University, and the Minnesota Research Coordinating Unit. Availability is included in the abstracts of the reports. (SB)

RESEARCH VISIBILITY

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Vocational Education Research

Because of limitations in funding, *RV* finds it necessary to publish an abbreviated report for the January and February issues.

This month's copy informs you about some important studies and their publications. Obviously, there is no intent to abstract or treat them in depth. Our apologies for the mini treatment are extended to the various investigators and their publishers, with the hope that we may do better next time.

Guest editor for the February issue will be Vern Burgener, chairman of the AVA Department of Research and Evaluation. In line with the focus for the February issue of AVJ, he will provide a follow-up of the 1970 Vocational Convention research activity.—G.L.B.

HUMAN POTENTIAL AND HUMAN RESOURCES

Teacher Institute Project To Develop Human Potential

The Development of Human Potential, a sequel to *Training and Technology, A Manpower Development Project* (RV, September 1969), is now available. This report covers the period from October 1968 through December 1969—the third year of worker training and experimental and demonstration activities.

During this period, according to the project report, "improvements and modifications were made in curriculum development, supportive services, testing, follow-up evaluation, and experimental studies. A demonstration program for Chicago inner-city blacks was undertaken with the National Accelerator Laboratory.

"The TAT Teacher Institute graduated nine teachers (five M.S. and four B.S. degrees) during 1969 into an educational system which has chronic and serious shortages of vocational-industrial educators. The TAT program development component linked manpower training with economic development concerns in central Appalachia through a multistate training project with the Appalachian Regional Commission. Rural and urban Concentrated Employment Programs sponsored trainees, providing informative contrasts in recruitment, training, placement and follow-up.

"TAT provided development services to U.S. Atomic Energy Commission contractors and other organizations for a variety of manpower training programs and proposals, seeking ways to make 'The Development of Human Resources' an integral part of industrial enterprise."

In addition to the main report, a statistical supplement reporting individual data on 1969 graduates, a summary of personal profiles by training area, and data on dropouts has been published.

Information on the TAT project as well as copies of their publications may be obtained by writing to the Training and Technology Project, Oak Ridge Associated Universities, Inc., P.O. Box 117, Oak Ridge, Tenn. 37830.

Report Covers Labor Market Experience of Men Aged 45-59

The Pre-Retirement Years: A Longitudinal Study of the Labor Market Experience of Men, Volume 1 is a sequel to *Career Thesholds: A Longitudinal Study of the Educational and Labor Market Experience of Male Youth 14-24 Years of Age* (*RV*, December 1969) and *Dual Careers: A Longitudinal Study of Labor Market Experience of Women* (*RV*, December 1970).

It reports the labor market experience and behavior of men aged 45 to 59 years of age, and it is the first in a series of reports designed to cover a five-year period with the same group of men. The report was prepared by the Center for Human Resource Research of The Ohio State University. Copies are available upon request from the Manpower Administration, Washington, D.C. 20210.

School of Nursing Sponsors Leadership Development Study

The Development of Human Potentialities in Leadership Roles for Vocational Administrators and Teachers is the report of a study in which an attempt was made to "determine the possibility of transferring the various processes in the interaction of human relations and potentialities utilized in several disciplines to leadership development in vocational education."

This was accomplished through two

Continuation Education Workshops sponsored five months apart by the University of Colorado School of Nursing.

The authors of the study, Kimie Taziri and Duane L. Blake, recommend that the report be used in conjunction with suggested references listed in the paper. Further information regarding this study should be obtained from the authors at the Department of Vocational Education, Colorado State University, Fort Collins, Colo.

REPORTS OF VOC-TEC CENTERS

North Carolina Center Focuses on "Concerted Services"

A number of reports have been received from the Center for Occupational Education of North Carolina State University at Raleigh. They include the following reports in a Center Research and Development series focusing on Concerted Services in Training and Education:

Report No. 1: *The Concerted Services Approach to Developmental Change in Rural Areas: An Interim Evaluation.*

Report No. 2: *Occupational Adjustment in the South: I. A Summary of Occupational Employment in the South, 1940-1960, and Projections for 1970 and 1980.*

Report No. 3: *Occupational Adjustment in the South: II. An Examination of Age Distribution and Employment Participation Rates by Main Occupation for Workers in the South, 1940-1960.*

Report No. 5: *Concerted Services in New Mexico: An Evaluation of Developmental Change.*

Report No. 6: *Concerted Services in Arkansas: An Evaluation of Developmental Change.*

Report No. 7: *Concerted Services in Minnesota: An Evaluation of Developmental Change.*

Report No. 9: *School Integration, Occupational Expectations and Occupational Education: A Study of North Carolina High School Boys.*

Other reports which have been received from the Center include;

Center Research Monograph No. 2: *Planned Change in Low-Income Rural Areas: An Evaluation of Concerted Services in Training and Education.*

Occasional Paper No. 1: *A Preliminary Appraisal of Concerted Services in Training and Education in Rural Areas.*

Occasional Paper No. 5: *The Role of Evaluation in the Decision Making Process.*

Center Monograph No. 3: *Public Postsecondary Occupational Education in the United States.*

Additional information regarding these reports and other Center projects may be obtained by writing to Dr. John K. Coster, director, Center for Occupational Education, North Carolina State University at Raleigh, 1 Maiden Lane, Raleigh, N.C. 27607.

Ohio State Center Reports Cover Micro-Teaching, Video Recordings

A new report from The Center for Vocational and Technical Education at Ohio State University is "Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase X—Remote Feedback Techniques for Inservice Education."

The report, written by Walter A. Cameron and Calvin J. Cotrell, describes a field test of micro-teaching and video recording applications designed to accomplish inservice teacher education without requiring expensive time loss in long-distance travel by the teacher or teacher educator. Three types of feedback involved in the project were video-phone, video-mail and video-self-evaluation.

The report should be available from EDRS in the near future.

Change Process in Voc-Ed

One of a series of studies being conducted by the Center at Ohio State University on the change process in vocational and technical education is "The Relationship of Group Structural Properties and Communication Behavior Patterns to Opinion Leadership Among Teachers." Written by Garry R. Bice, the report describes communication relationships among opinion leaders in local educational agencies. The group chosen for this study consisted on 215 teachers working in four schools. The group included teachers of vocational agriculture who were opinion leaders among agriculture teachers at the state level.

Study findings and conclusions were that:

1. Teachers of vocational agriculture who were opinion leaders at the state level were not necessarily opinion leaders among all teachers at the local level but were likely to be opinion leaders among other vocational teachers at the local level.
2. Teachers of agriculture who were opinion leaders among other teachers of agriculture at the state level worked in schools where there was more upward communication in terms of innovation awareness, where a greater percentage of the teachers were opinion leaders, where there was a lower ratio of number of cliques to number of opinion leaders, and where a smaller percentage of the teachers were isolates.
3. Teachers of agriculture who were opinion leaders at the state level taught in larger schools in terms of number of students, taught in schools where teachers had taught a fewer number of years in their current school, and taught in schools where there was more communication between teachers and state staff members.

To obtain a copy of this publication, see Research in Education for ordering information.

Wisconsin Institute Makes Cost-Benefit Analysis Study

The Industrial Relations Research Institute of the Center for Studies in Vocational and Technical Education at the University of Wisconsin offers several publications which should be of interest to *RV* readers:

Cost-Benefit Analysis of Manpower Policies (Proceedings of a North American Conference held at Madison, Wis., May 14-15, 1969). Edited by G. G. Somers and W. D. Wood. December 1969. 272 pages. $5.00.

Curriculum Initiation in Wisconsin Vocational and Technical Schools. Thomas A. Barocci. November 1969. 147 pages. $2.00.

The Education, Sources and Re-

cruitment of Wisconsin Vocational-Technical Teachers. Jeffrey L. Gibbs. March 1970. 140 pages. $2.00.

High School Dropouts and Vocational Education in Wisconsin. Myron Roomkin. June 1970. 127 pages. $2.00.

Predicting Job Entry, Job Satisfaction, and Job Performance of Graduates from Wisconsin Secondary School Vocational Programs. Philip A. Perrone. June 1970. 46 pages. $1.50.

Orders for these publications should be sent to the Publications Office, Industrial Relations Research Institute, Center for Studies in Vocational and Technical Education, 4315 Social Science Bldg., University of Wisconsin, 1180 Observatory Dr., Madison, Wis. 53706.

CAREERS AND NEW CAREERS

Health Careers Bibliography

Health Careers Bibliography for Guidance Counselors, second edition, a publication of the New Jersey Health Careers Service, is now available at $2 per copy. The 115-page publication may be ordered from the Service at 375 West State St., Trenton, N.J. 08615.

Facilitating Career Development

Facilitating Career Development: An Annotated Bibliography is a publication recently made available by the State of Illinois Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education.

Subjects covered are: Computer-Based Guidance Systems; Models and Techniques for Career Guidance; Career Development Conferences; Experimental, Exemplary, and Curricular Programs; Gaming, Simulation and Career Guidance Kits; Measuring Vocational Behavior; and Approaches for Providing Occupational Information and Orientation.

Copies of the publication may be obtained free by writing to Robert K. Gray, Research and Development Unit, Vocational and Technical Education Division, 405 Centennial Bldg., Springfield, Ill. 62706.

New Careerists Upward Mobility

A report investigating the lack of opportunity for upward mobility of "New Careerists" has been prepared by the National Committee on Employment of Youth under a contract with the Manpower Administration of the U.S. Department of Labor.

Copies of the 151-page publication may be obtained free from the Office of Research and Development Utilization, Manpower Administration, Rm. 100, 1111-20th St., N.W., Washington, D.C. 20036. Ask for "MDTA Experimental and Demonstration Findings No. 8: Career Mobility for Paraprofessionals in Human Service Agencies."

DISADVANTAGED ADULTS AND THE HANDICAPPED

Preparing Personnel To Work With the Disadvantaged

The final report is now available from an Institute in Cinsumer Education for Disadvantaged Adults which was conducted at Michigan State University under its Research and Development Program in Vocational-Technical Education.

The Institute's purpose was to provide professional development of vocational education personnel for working with the disadvantaged through exposing participants to the actual consumer problems faced by the disadvantaged and provide them with alternative strategies for implementing effective consumer education programs in their local situation.

The report includes a list of recommended readings and the text of selected Institute papers. For further information regarding this project, contact the Colleges of Home Economics and Education, Michigan State University, East Lansing, Mich. 48823.

Workshop Explores Training Role Of Community Colleges

A report of a workshop where special problems and needs of the physically handicapped and the rural and urban disadvantaged were discussed was forwarded to the *RV* staff by the Division of Vocational, Adult and Community College Education at Oregon State University.

The focus of the workshop was, "The Role of the Community College in Training the Disadvantaged-Handicapped Student." It included attention to new instructional methods and techniques.

Additional information regarding the workshop, held June 15-19, 1970, may be requested from: Division of Vocational, Adult and Community College Education, Benton Hall 102, Oregon State University, Corvallis, Oreg. 97331.

REPORTS FROM THE UNIVERSITIES

Michigan Report Evaluates Automotive Mechanics Training

Motor Vehicle Repairs and Inspection Personnel—Manpower Development Program, a report from the University of Michigan evaluating automotive mechanics training programs, presents the following conclusions:

1. While automotive service and repair tasks are performed by a number of kinds of businesses, it is the dealership garages, the independent repair shops and the gasoline service stations that do the bulk of this work and employ the bulk of the automotive mechanics.

2. Out-of-school youths, both graduates and dropouts, constitute the primary labor supply of entry-level automotive service and repair personnel.

3. Although the majority of employed automotive mechanics have not experienced pre-employment auto mechanic training, the high school vocational training programs are the major source of formal pre-employment training for automotive service and repair personnel, including mechanics.

4. The course guides that were developed by the AMA and the U.S. Office of Education and were selected by this study as criterion courses for auto mechanic training have national applicability, are current, complete and satisfactory.

5. The criterion course guides should be reviewed periodically and updated as necessary to accommodate changes in the social, technical and legal environment.

6. A bona fide shortage of automotive mechanics exists, but it is the highly skilled, experienced mechanics who are in demand; the demand for the inexperienced graduates of the high school auto mechanic vocational training programs is relatively light.

7. The output of the existing high school auto mechanic vocational training programs exceeds the market demand for the graduates of those programs.

8. The present system of selection for vocational training in the high school is inappropriate and leads to the inefficient use of the training capability since less than one half of the trainees are employed either in the trade for which they were trained or in a related occupation upon completion of the training.

This study was conducted by the staff of the Human Factors Department, Highway Safety Research Institute, University of Michigan. The 239-page report is available through the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151.

Topics Cover Micro-Classes And Curriculum Development

The topics of micro-classes and vocational curriculum development are taken up in two new reports from the Minnesota Research Coordinating Unit for Vocational Education. They are:

• *The Relative Effectiveness of Two Sources of Feedback on Teachers in the Micro-Teaching Situation,* by Patricia Collofello of the Minnesota RCU, and Helen Henrie and Emma Whiteford of the Department of Home Economics Education at the University of Minnesota.

This publication reports on tests of the differences in ratings of student teachers by high school and college students. The report states that "statistical analysis of the data did not indicate that micro-classes composed of high school students were more effective than micro-classes composed of college students in terms of improving the quality of student teacher presentations."

• *Process and Techniques of Vocational Curriculum Development,* a seminar report edited by Brandon B. Smith and Jerome Moss, Jr., of the Minnesota RCU.

The seminar participants numbered only nine; this was done so that informal discussion could occur. It was hoped that the seminar would be a beginning of needed exchange between occupational education researchers working in the military and those giving attention to non-military programs. The report presents papers prepared by seminar participants and an abbreviated account of the discussions which were held.

Both publications should be available soon from ERIC sources.

Model for Monitoring Dropout Rates Is Described

A model for monitoring dropout rates in vocational and technical education programs is described in an article written by G. T. Stevens, Jr., and Paul V. Braden of Oklahoma State University.

The authors present a model based on statistical quality control techniques such as those employed by industry. Information about this project may be obtained from Dr. Paul V. Braden, Acting Director, School of Occupational and Adult Education, Classroom Building 406, Oklahoma State University, Stillwater, Okla.

Report Issued on Experienced Teacher Fellowship Program

Experienced Teacher Fellowship Program, 1969-1970 is a report of a program designed to provide an opportunity for 24 experienced industrial education teachers to pursue graduate study in occupational clusters and to implement a broad base approach to occupational education.

Emphasis was placed so that each Fellow would: (a) become competent in those aspects of American industry which embrace either Industrial Materials and Processes or Energy and Propulsion Systems, and (b) develop, field test and evaluate the curriculum materials needed for an application of these evolving technologies in the school systems.

For further information contact the Department of Industrial Education, Wayne State University, Detroit, Mich. 48202.

A review of American educational research and development, *Educational Research and Development in the United States,* has been made available by the U.S. Office of Education. The 200-page publication is for sale by the Superintendent of Documents, U.S. Government Printing Office, Wash., D.C. Price: $2.00.

Research Visibility is a research project of the American Vocational Association. The purpose is to give visibility to significant research: experimental, demonstration and pilot programs; upgrading institutes, seminars and workshops; and other leadership development activities for teachers, supervisors and administrators. The *Research Visibility* report synthesizes important projects which have been reviewed, selected and analyzed for their value to vocational, technical and practical arts educators, guidance personnel, and other leaders in education, manpower and related fields. A composite bibliography of significant research and development materials is included.

The project is cooperatively financed by the American Vocational Association and a Vocational Education Act of 1963 grant (OEG 2-7-070633, project 7-0633; "Synthesis and Application of Research Findings in Vocational Education").

George L. Brandon, professor in residence (Pennsylvania State University) is editor of *Research Visibility.* He is assisted in the preparation of these reports by Research Assistant Marsha Golden of the AVA headquarters staff.

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